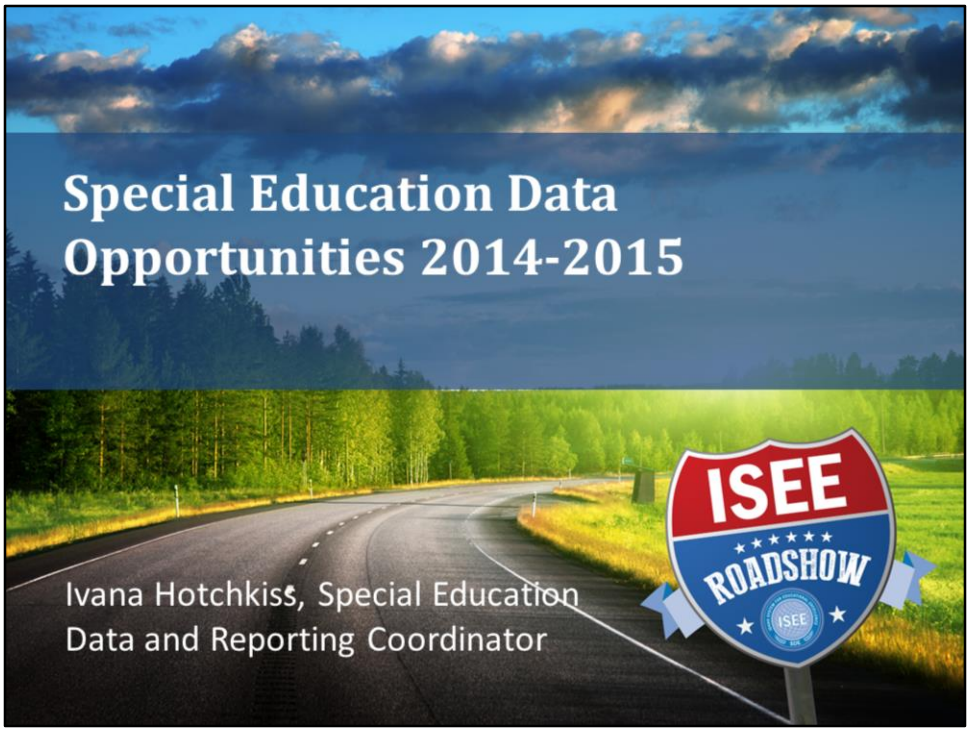
Special Education Data Opportunities 2014-2015
Ivana Hotchkiss, Special Education Data and Reporting Coordinator
ISEE
ROADSHOW

Introduction

Ivana Hotchkiss
Data and Reporting Coordinator

Idaho State Department of Education
Division of Federal Programs
Special Education

Dr. Charlie Silva, Director

Agenda

- Data Submission Accuracy
- Results-Driven Accountability
- ISEE Data Submissions
- Early Childhood Submissions

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Data Submission

Importance of Data Accuracy

- Annual Determinations
- Funding
- Compliance
- Results

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Results-Driven Data

The state received its Annual Determination from OSEP in July. The state is in "Needs Assistance" but is very close to reaching the "Meets Requirements" level.

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Results-Driven Data

District help is needed to reach that next level. Part of the Results-Driven data that was used included Exiting and Assessment Participation data.

Results-Driven Data

Indicator 2: Exiting from Special Education

The exiting data are derived from the Special Education Program Exit Codes not the District/School Exit Reasons.

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Results-Driven Data

Indicator 2: Exiting (cont.)

Program Exit Codes

- 01 - Regular Graduate
- 03 - Certificate of Completion
- 04 - Reached Maximum Age
- 05 - Dropped Out
- 08 - Deceased

Results-Driven Data

Indicator 2: Exiting (cont.)

School/District Exit Codes

- 4A – Regular Graduate
- 4B - Completed
- 3B - Reached Maximum Age
- 3A - Dropped Out
- 6A - Deceased

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Results-Driven Data

Indicator 2: Exiting

Example: District Sampling of Reporting on Exiting

Used on APR and LEA Determinations

Dropout Rate by District and School Exit Codes	Dropout rate by SPED Program Exit Codes
76	12
54	28
25	3
36	11
38	5
229	59

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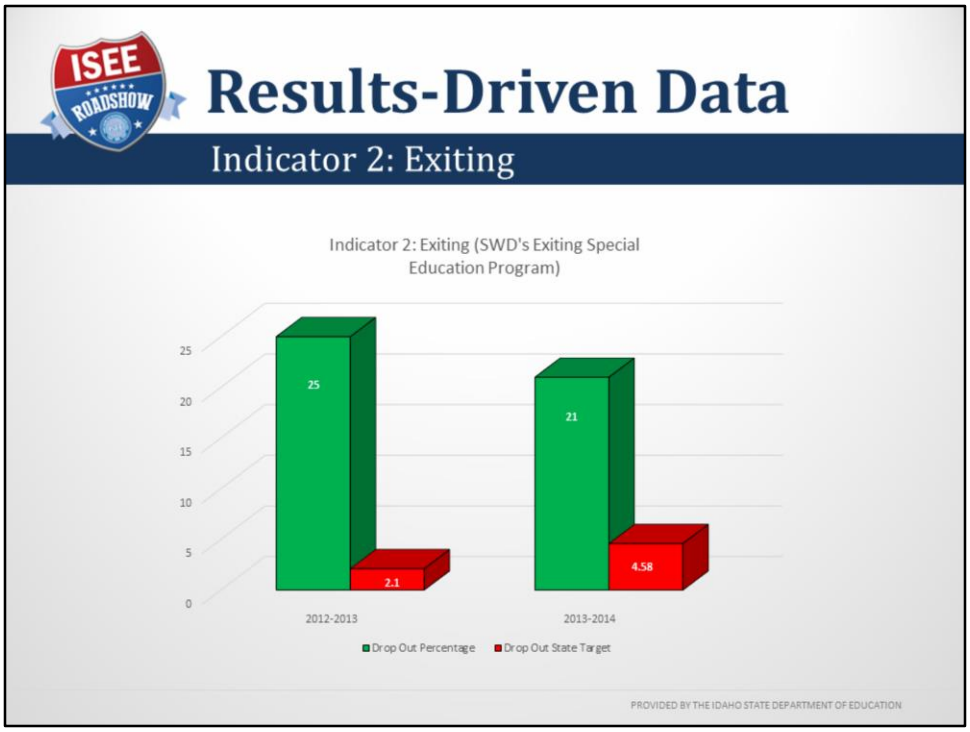
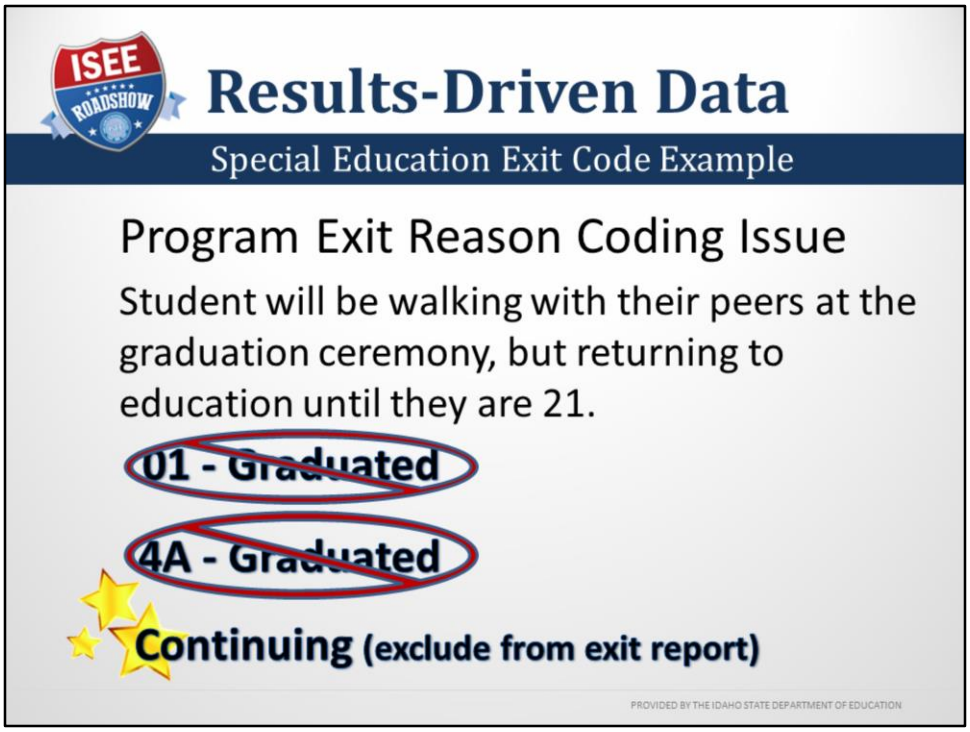


Explain CWD when talking.



If a student graduates with a regular diploma they are no longer eligible for Special Education Services.
A certificate of completion may be issued when the student has not met regular graduation requirements, but does not intend on pursuing education up to age 21. This may be a certificate of attendance or other.
If the student will be continuing on into an secondary transition program and receiving services through the district they should not be included on the Special Education Exit report as they are still receiving and eligible for services.

Consider adding coding as to how the student would appear in the cohort report.

Results-Driven Data

Indicator 3B: Participation on Assessment – ISAT Data

Assessment Type

- Regular Assessment
- With Accommodations
- Alternative Assessment
- N/A

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ISEE Data Submission

Student Demographics Submission

Student Demographic Data Accuracy

- Student Race/Ethnicity
- Is Special Education
- Assessment Types

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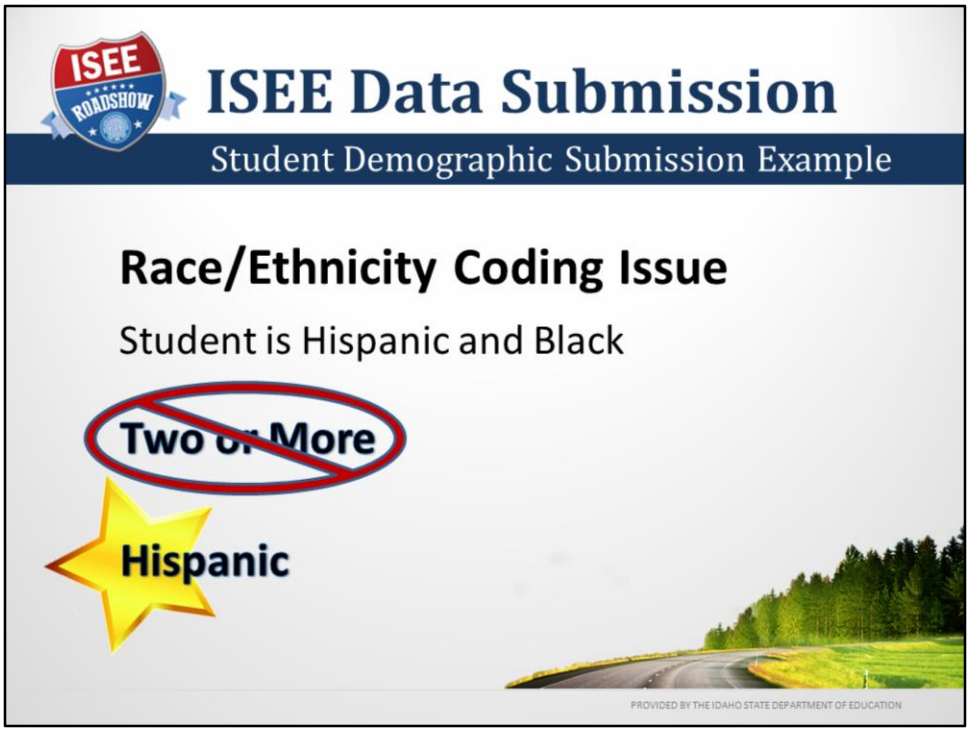

Race/Ethnicity is used to figure disproportionality for Indicators 4, 9, and 10.

ISEE Data Submission

Special Education Data Submission

Special Education Data Accuracy

- Exceptionality
- Environment

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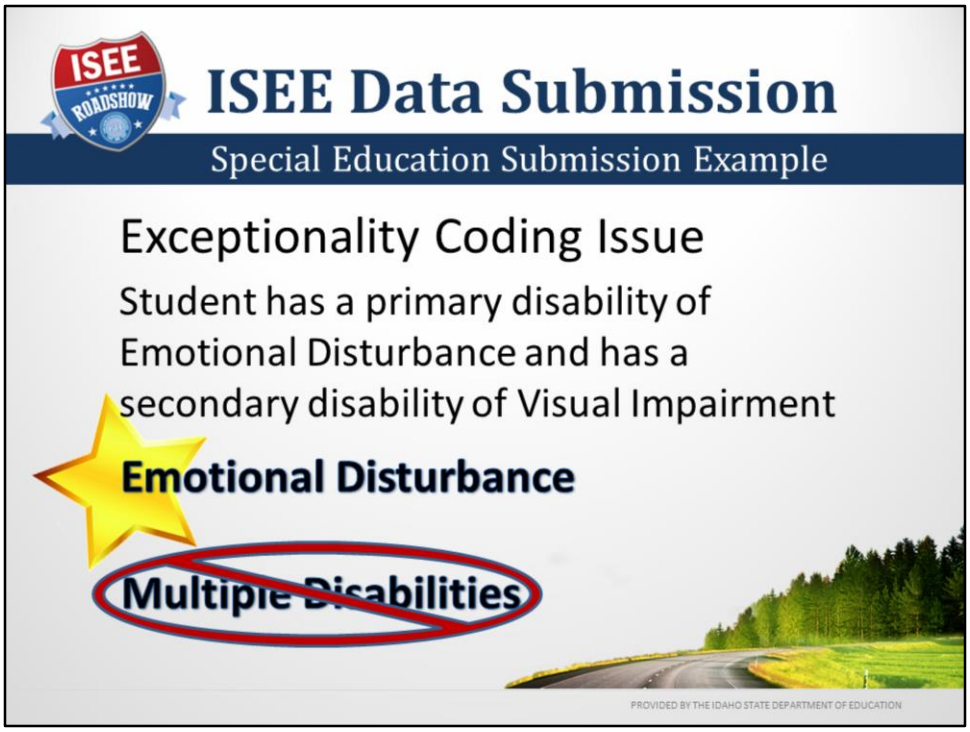
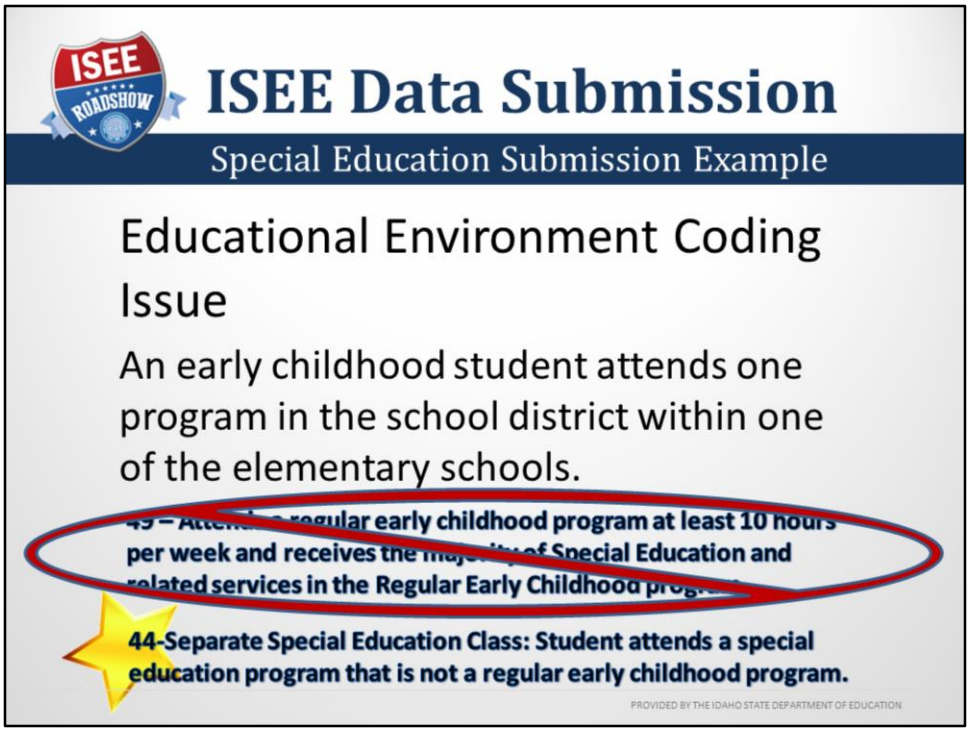


Over a certain percentage threshold the disability category of Emotional Disturbance may impact funding.


ISEE
ROADSHOW
ISEE Data Submission
Special Education Submission Example
Educational Environment Coding Issue
An early childhood student attends one program in the school district within one of the elementary schools.
regular early childhood program at least 10 hours per week and receives the
of Special Education and related services in the Regular Early Childhood
44-Separate Special Education Class: Student attends a special education program that is not a regular early childhood program.
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ISEE Data Submission

Discipline Data Submission

Discipline Data Accuracy

- Primary Action Type Code
- Interim Removal Reason
- Original/Modified Duration

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ISEE Data Submission

Indicator 4A & 4B: Suspension/Expulsion

Uses students who were suspended or expelled (out of school) for greater than 10 cumulative days. It also looks at the percentages using race/ethnicity.

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ISEE Data Submission

Indicator 4A & 4B: (cont.)

Data that can easily alter percentages

- Race/Ethnicity
- Primary Disciplinary Action
- Duration

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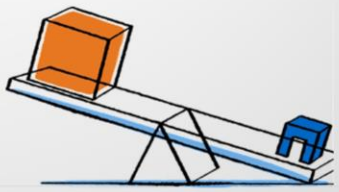
ISEE Data Submission

Indicator 9: Disproportionate Representation

Racial and ethnic groups in special education and related services that is a result of inappropriate identification.



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ISEE Data Submission

Indicator 9: Disproportionate Representation (cont.)

Idaho uses an Alternate Risk Ratio to calculate both Indicators 9 and 10 with a threshold set at 3.0.

The minimum "n" size is established at 40 students with disabilities in a district.

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ISEE Data Submission

Indicator 9: Disproportionate Representation (cont.)

Data that can easily alter percentages

- Total student enrollment data
- District totals for special education students in the following areas
  - Race/Ethnicity
  - Exceptionality

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ISEE Data Submission

Indicator 10: Disproportionate Representation

Racial and ethnic groups in specific disability categories that is a result of inappropriate identification.

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ISEE Data Submission

Indicator 10: Disproportionate Representation (cont.)

Data that can easily alter percentages

- Total student enrollment data
- District totals for both general education and special education students in the following areas
  - Race/Ethnicity
  - Exceptionality
  - Placement

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ISEE Data Submission

Indicator 11: Child Find

Children who were evaluated within 60 days of receiving parental consent for initial evaluation.

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ISEE Data Submission

Indicator 11: (cont.)

Data that can easily alter percentages

- Initial consent date
- 60-timeline compliant
  - State exemption rule
- Days late
- Late determinations reasons

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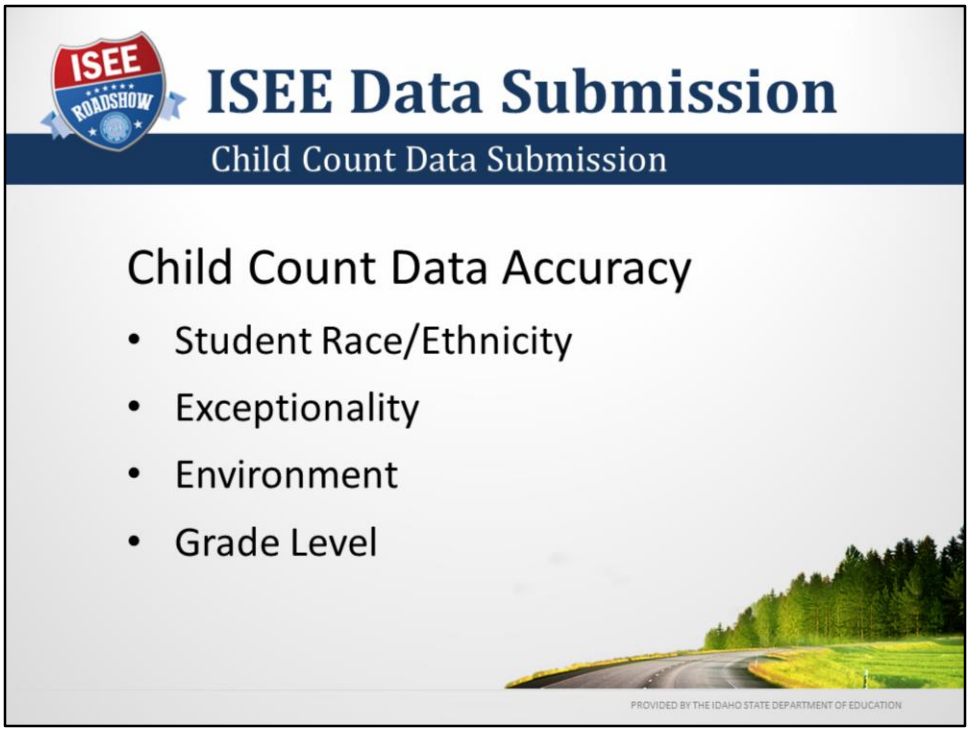


How inaccurate data may effect the district:

Early Childhood Data

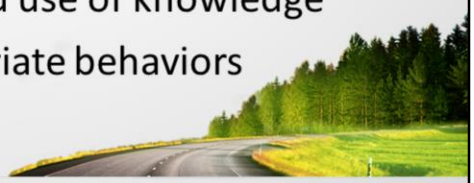
Indicator 7: Preschool Outcomes

Information on preschool children ages 3 through 5 with IEPs who demonstrate improved:

A: Positive social-emotional skills

B: Acquisition and use of knowledge

C: Use of appropriate behaviors



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Early Childhood Data

Indicator 7: (cont.)

Data that can easily alter percentages

- Early Childhood Outcome Assessment Scores (Entry and Exit)

Early Childhood Transition

Indicator 12: Early Childhood Transition

Children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

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Early Childhood Transition

Indicator 12: Early Childhood Transition (cont.)

Data that can easily alter percentages

- Identifying transition students
- Not reporting transition students
- Limited Student Demographic Data
- Limited Special Education Student file

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In Closing

Data Accuracy needs to be a priority for both the state and LEA's. Idaho has a small enough student population that one student misidentified can create a non-compliance issue for both the district and state in OSEP reporting.

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In Closing

If you have any questions or would like to discuss district specific data and or determinations please feel free to contact me via phone or email.

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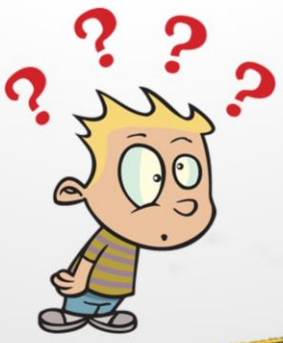
Questions?

Questions?



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